

DOCUMENT RESUME

ED 263 235

UD 024 499

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TITLE The Testing of a Desegregation Planning Model in Black and White Neighborhoods in Milwaukee, Wisconsin.
PUB DATE Apr 80
NOTE 45p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 1980).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitudes; Blacks; *Desegregation Plans; Educational Environment; Elementary Secondary Education; *Environmental Influences; *Leaders; Models; Planning; *School Desegregation
IDENTIFIERS *Planners; *Wisconsin (Milwaukee)

ABSTRACT

A study was conducted to test a desegregation impact planning model in predominantly black and predominantly white neighborhoods in Milwaukee, Wisconsin. The model tested has seven planning stages, pre-planning through the implementation and revision cycle. The model features feedback loops which permit desegregation planners to get community feedback while the planning cycle is in progress and when its outputs are put into effect. Specifically, the objectives of the study were: (1) to determine if there were differences between blacks and whites in their perception of the impact of certain influences on the desegregation planning process (since the views of planning role actors will be instrumental in determining the components of any desegregation plan); and (2) to observe, while testing the model, whether these neighborhood residents systematically followed the steps outlined in the model. Of the 21 influences tested, all were perceived by respondents to have some influence on the planning cycle and the systems outputs by black and white community desegregation planning role actors. Black and white actors perceived that State and Federal money to defray the cost of school desegregation had the most positive influence. The fears voiced by middle class parents about sending their children to school with lower class minority students was perceived to be the most negative influence. Other statistically significant differences between the perceptions of black and white planners involved: (1) fear of white flight; (2) cooperation from school board members; (3) desire to maintain neighborhood schools; (4) fears for students' safety due to possible racial conflicts in the schools; and (5) having enough accurate information to make desegregation planning successful. Because 94% of the respondents indicated that they went through the steps recommended by the desegregation model while constructing a desegregation plan, the study concludes that the model works and does not need revision. (KH)

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THE TESTING OF A DESEGREGATION PLANNING MODEL
IN BLACK AND WHITE NEIGHBORHOODS IN MILWAUKEE, WISCONSIN

by

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April 1980

Prepared to be presented at the American Educational Research Association
Annual meeting April 1980 in Boston Massachusetts.

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Purpose of the Study

The purpose of the study was to test the desegregation impact planning model in predominately black and predominately white neighborhoods in Milwaukee, Wisconsin. The specific objectives were twofold:

- 1) to determine if there were differences between blacks and whites in their perception of the impact that certain planning influences had on the desegregation planning process in which they were involved and
- 2) to observe while testing the model whether these neighborhood residents systematically followed the steps outlined in the model.

Background to the Problem

Since Brown V. Board of Education, 347 U.S. 483 (1954), which is the seminal case in modern race relations, school districts in the U.S. have been constructing desegregation plans to adhere to this court mandate which reversed Plessy V. Ferguson, 163 U.S. 537 (1896), which established that the States may provide "separate but equal" treatment for blacks without violating the Thirteenth and Fourteenth Amendments.

Courts order school districts to desegregate and provide guidelines to accomplish this task, but usually do not formulate plans themselves. A plan is shaped by a great variety of practical influences and these are the forces which will shape its destiny. It is very difficult to formulate an absolutely optimal desegregation plan because of factors limiting ideal conditions. As Anderson and Bowen (1967) argued:

Planning entails exploration and examination and examination of alternatives, and selection among them; but none of these alternatives will be truly optimal. Nevertheless, a relatively optimal plan can be achieved.

If desegregation planners are going to construct a relatively optimal desegregation plan they must engage in planning. Ackoff (1970) defines this as "the design of a desired future and of effective ways to bring it about." The desired future which is oftentimes mandated by the courts is school desegregation. In these instances it is, therefore, obligatory that desegregation planners formulate effective means to bring it about.

If desegregation planners are to construct relatively optimal desegregation plans as an effective means of bringing about school desegregation they must go through a planning process, which according to Kontz and O'Donnel (1968), is the bridge to get planners from where they are to where they want to be. This definition suggests that desegregation planners must cross a bridge to end racial isolation in a school setting where it prevails. Going across this bridge to end racial isolation does not entail walking for desegregation planners, but going through certain planning stages (i.e., generation of alternative action plans).

After a full generation of crossing the bridge to end racial isolation most southern school systems are now desegregated, and in a number of northern and western cities, the desegregation planning process is now beginning (Orfield, 1975). Many of these cities are inundated with negative environmental constraints, such as lack of school board and teacher cooperation, which could conceivably frustrate the efforts of desegregation planners making a sincere effort to formulate the best possible desegregation plan (Ollie, 1978). Some of these negative influences on desegregation planning and its outputs are, in some measure, concrete

and unavoidable, such as economic cost, or the limitation of available data on pupil assignment, and the school district social-economic mix. Other constraints are myths which the frightened, angry or misinformed build as apparently inseparable barriers to desegregation. In this last category are such issues as "neighborhood school", "academic achievement", and "bussing" (Foster, 1973). Therefore, many parents object to bussing for two basic reasons: they believe the busses are unsafe and that the length of the bus ride will significantly impinge on the educational process (Tompkins, 1976).

Construction of Desegregation Impact Planning Model

This investigator's interest in these and other environmental influences on desegregation planning (as a research problem) became acute upon reviewing the literature and discovering that research on the planners perceptions of the impact of these influences on the planning process and its outputs was conspicuously absent. To aid this investigator and other researchers interested in this topic, a theoretical model has been constructed based upon some of the principals of systems theory.

The Model's Theoretical Framwork

Many definitions of the term systems exist, however, the following presented by Hall and Fagen (1958) seem to encompass some of the following key elements: "A system is a set of objectives together with relationships between the objectives and between their attributes."

Grinker (1956) has defined a system as "some whole form in structure or operation concepts or function composed of unified and integrated parts."

It has been noted that all systems have an environment which includes everything external to (without the boundary of) the system. Moreover, all systems have factors that affect the structure and function of the system. A system may be viewed as open or closed, depending upon the extent to which it exchanges matter, energy and information with its immediately-adjacent environment (Lipham and Hoeh, 1974).

The Model which will be tested in this study has some of the above characteristics. It is surrounded by an environment, and within this environment are positive and negative influences - factors which influence the system or the desegregation planning process. Open systems also have inputs and outputs. The model which was tested in this study takes the demand to desegregate, and converts it into a desegregation plan, as the influences in the environment impact on the conversion process and its outputs.

Components of the Model

The Desegregation Impact Planning Model which is illustrated on page 14 has seven planning stages: preplanning through the implementation and revision cycle. The model features feedback loops which permits desegregation planners to get community feedback while the planning cycle is in progress and when its outputs are put into effect. This affords desegregation planners the opportunity to 1) receive community input that will be helpful in generating Desegregation Planning Outputs and 2) get community response to the plans being formulated before the desegregation planning cycle has been completed.

A quality control system is another salient feature of this Model which permits desegregation planners to evaluate the performance of the planning conversion process at every planning stage and make the necessary adjustments if any stage in the planning cycle doesn't conform to the planners expectations.

If desegregation planners need to repeat any of the planning stages while the planning cycle is in progress, or revise the planning cycles outputs, the Model's recycling process gives desegregation planners this option (Ollie 1978).

Influences in the Environment

As stated earlier, this investigator, while reviewing the literature, discovered a plethora of influences that might impinge on the desegregation planning process and its outputs. To prevent this study's instrument from being cumbersome, only those influences that appeared in the literature with the most frequency were chosen to test the Desegregation Impact Planning Model. These are discussed in the following paragraphs (Ollie 1978).

1. Internal Communications Barriers

These are negative elements which can be found to exist in many forms within the communication network of the planning process. They pervade every aspect of planning, every dimension of every plan, and every step in the planning procedure and its implementation. Some of the internal communication barriers to planning, according to Lebreton and Henning (1961) are: 1) distance; 2) status; 3) assumption of communication; 4) the semantic barrier.

2. The Neighborhood School Tradition

The concept of the neighborhood school (personal, secure, familiar) presents an exceptionally deep-rooted problem for the desegregation planner in many planning environments. Although it is accepted that students should be bussed to aid the school in achieving optimum desegregation, planners are reluctant to do so. In fact, they often bussed as few as possible because of the neighborhood school tradition (Meranto, 1970).

3. Fear of White Flight

Despite the fact that suburbanization since World War II, in addition to other factors, caused white flight, it is difficult for desegregation planners to overcome the fear of white flight in many desegregation planning environments because people fear that desegregating the schools will cause whites to flee the schools in masse (Hausen, 1972).

4. Concerns about Maintaining Quality Education

When lower-achieving minority students from an inner city area are mixed with higher-achieving white students from a more affluent area, the school's mean test scores can be expected to go down, even though more affluent students are doing as well as always and the minority students are doing better than before. Depending on how the data is released to the public, quite different impressions are created. This doesn't negate the fact that concerns about quality education will confront planners in many planning environments (Ollie 1978).

5. Fears for Student's Safety Due to Possible Racial Conflicts

Parental perceptions of student safety may also be involved in decisions to reject desegregated schooling. Bobbitt (1972) described the differing perceptions of each other that black and white students bring to the desegregated school. There are often different behavior patterns and ways of handling conflict and hostility. Rumors may fly as latent parental fears are triggered by incidents which would otherwise be ignored. In some cases, of course, schools are not safe, and physical attacks, shakedowns and threats are real occurrences. Schafft (1975) described the white students' fear of going to the bathroom in one predominantly black school and the degree to which they avoided school activities.

6. Middle Class Residents Voicing Fears about Sending Children to School with Lower Class Minority Students or other Disadvantaged Youth

Some individuals do not wish to live in a neighborhood with members of a group whose social status they view as below their own (Guest and Weed, 1976).

Giles, Gatlin and Cataldo (1976) found that among parents of high income and education, class prejudice (as opposed to racial prejudice) significantly related to protest behavior (i.e., attending school board meeting, writing letters, phoning the school board, etc.) to protest school desegregation. An excellent description of how different social classes react to desegregation is given by Rubin (1972) in her account of polarization of the Richmond (California) United States District. These reactions illustrate again how the whole issue of school desegre-

gation is as much a matter of class conflict as of racial conflict. Desegregation planners must be prepared to cope with this issue should it be present in the desegregation planner's environment.

7. Stable White School Age Population

There is a decline in white birth rates, leading to loss of white enrollment in most urban school districts throughout the country (Green and Pettigrew, 1975, 1976; Jackson, 1975; Pettigrew and Green, 1976). If a desegregation planning environment faces declining birthrates among its white school age population, it will be difficult to maintain a stable black-white ratio in the schools. If the black school age population becomes larger because of declining birthrates among the white school age population, then much of the hard work of desegregation planners is in vain.

8. Enough Accurate Information to Make Desegregation Planning Successful

Pupil desegregation plans for large school systems rely on comprehensive data for current residential patterns and pupil assignment. Collecting this data is routine, but many city school systems still lack up-to-date pupil or staff accounting programs to retrieve information necessary to make intelligent desegregation plans. In Pasadena (California), for example, computerized pupil data was available to the court, but the data, geared to voting precincts rather than school attendance zones, was relatively useless. In many cities, governmental planning boards have assembled biased demographic materials, but they are not likely to be based on school zone units. Many districts do not have pupil locator maps; where they are available, they are often inaccurate, out-of-date or next-to-impossible to read. Some districts have arranged for outside

firms to prepare pupil data on grids plotted at every thousand feet. Those available for developing the Nashville and Knoxville (Tennessee) desegregation plans were not coterminous with school attendance zones; and there is some evidence that in the Nashville case, they were not very accurate (Foster, 1973).

9. Opposition to Bussing Due to Fear for Students' Safety or Length of Bus Rides

An objection to transportation of students may have validity when the time or distance is so great as to risk either the health of children or significantly impinge on the educational process ... It hardly needs stating that the limits on the time of travel will vary with many factors, but probably none more than the age of the students (Thompkins, 1976).

Since forty-five percent of the school children in the United States are already transported, schools have developed rules of thumb for travel time. Ordinarily, the absolute maximum has been one hour each day for older students, with forty-five minutes each way considered a much better maximum. For younger children, a maximum of thirty minutes each way has been the standard rule of thumb. For example, a judge in Louisville (Kentucky) limited the plan to a thirty minute maximum; and a judge in Dayton (Ohio) limited travel for elementary students to twenty minutes (Thompkins, 1976).

10. Available School District Resources

With city districts undergoing all sorts of financial woes, the cost of desegregation becomes important. There are no reliable data on the total bill for desegregation; but if a district attempts to provide quality, integrated

programs, more funds may be needed. Such costs are not properly classified as 'desegregation costs', but it is popular to do so. They are actually costs of repairing a defective educational machine--the dysfunctions of which have been laid bare by the desegregation process. For example: there is a need after desegregation not only to retrain teachers to deal effectively with pupils of different races, but to retrain them to function in open classrooms and to use individualized instruction (Foster, 1973).

11. State and Federal Grants for Desegregation

To help defray desegregation costs, the Title IV, Sections 403, 404, and 405 of the Civil Rights Act of 1964 have been of some assistance. Congressional appropriations operationalizing Title VII of the "Educational Amendments of 1972" and the Emergency School Act also make additional resources available to school districts in the process of desegregation (Foster, 1973). In addition to federal assistance, some states make resources available for school districts in the process of desegregation (i.e., Wisconsin Statutes, Chapter 220, which makes money available for school districts desegregating).

12. Those Involved in Planning should not be Overloaded

If those involved in desegregation planning have too many additional duties, assumed or assigned, it may preclude them from devoting enough time to desegregation planning; therefore, one of the desegregation planner's jobs is to see that those involved in constructing the desegregation planning have enough time to adequately participate in the planning process (Ollie 1978).

13. Groups in Favor of Desegregation

Crain (1968) noted in his study of eight desegregation environments that civil rights groups (i.e., NAACP, CORE) and whites living in integrated neighborhoods, were strongly in favor of desegregation. If these groups are active in the desegregation environment, the desegregation planner should harness this energy and utilize it to promote acceptance of desegregation through the total community.

14. Groups Opposed to Desegregation

This would include black nationalists and white supremacist organizations such as the Black Panthers and the American Nazi Party. In many instances, desegregation planners must neutralize the opposition of these groups before implementing the desegregation plan (Meranto, 1970).

15. Effects of Court Guidelines

In instances where the court mandates guidelines for desegregation, some have had a positive effect on desegregation planning and others have had a negative effect. An example of this can be found in the United States District Court in Delaware in Evans v. Buchanan, 423 U.S. 963, 46 L Ed 2nd 293, 96 S. Ct. 381 (1977) which ordered an inter-district remedy for the Delaware public school system. The court decreed that ten of the suburban districts in the surrounding New Castle County and the District of Wilmington " ... shall be desegregated in accordance with the opinion of the court and shall comply with the opinion of this court issued on May 9, 1976" (Evans v. Buchanan, 1977).

The court's timetable for carrying out this order was September, 1977 for the integration of intermediate and high schools, and September, 1978 as the date for "full compliance with the constitutional requirements on all levels" (Evans v. Buchanan, 1977). This appears to be ample time to carry out the court order; therefore, this mandate seems to be positive.

In this same case, however, the court side-stepped the issue of faculty and personnel desegregation, except in referring to pending actions by the Equal Opportunity Commission against the State Board of Education and other school districts within the state (Minter, 1976). This guideline is negative because all desegregation experts agree that staff integration is necessary if desegregation is to have positive outcomes.

16. Cooperation from School Board Members

This is vital if school desegregation is going to be a success. Orfield (1976) felt that it is particularly important for the board members to be able to articulate the ways in which desegregation can be a sound means toward achieving the general goal of quality education. Articulation of this notion depends on cultivating good relationships with the media so that communication with the citizenry is facilitated. Without such efforts by board members, it is difficult for desegregation planners to succeed (Ollie 1978).

17. Cooperation of Administrative Staff

If the administrative staff in a desegregating school district is not cooperative, desegregation planning or outputs will not be successful despite the planners' best efforts. Turnage (1967), among others,

noted that the school principal plays the key role as change agent in all efforts to desegregate at the building level. These building principals cannot be successful, however, without the support of their superordinates and subordinates. We cannot escape the fact that administrative cooperation is essential if desegregation planners are to succeed.

18. Cooperation of Teachers and Teachers' Unions

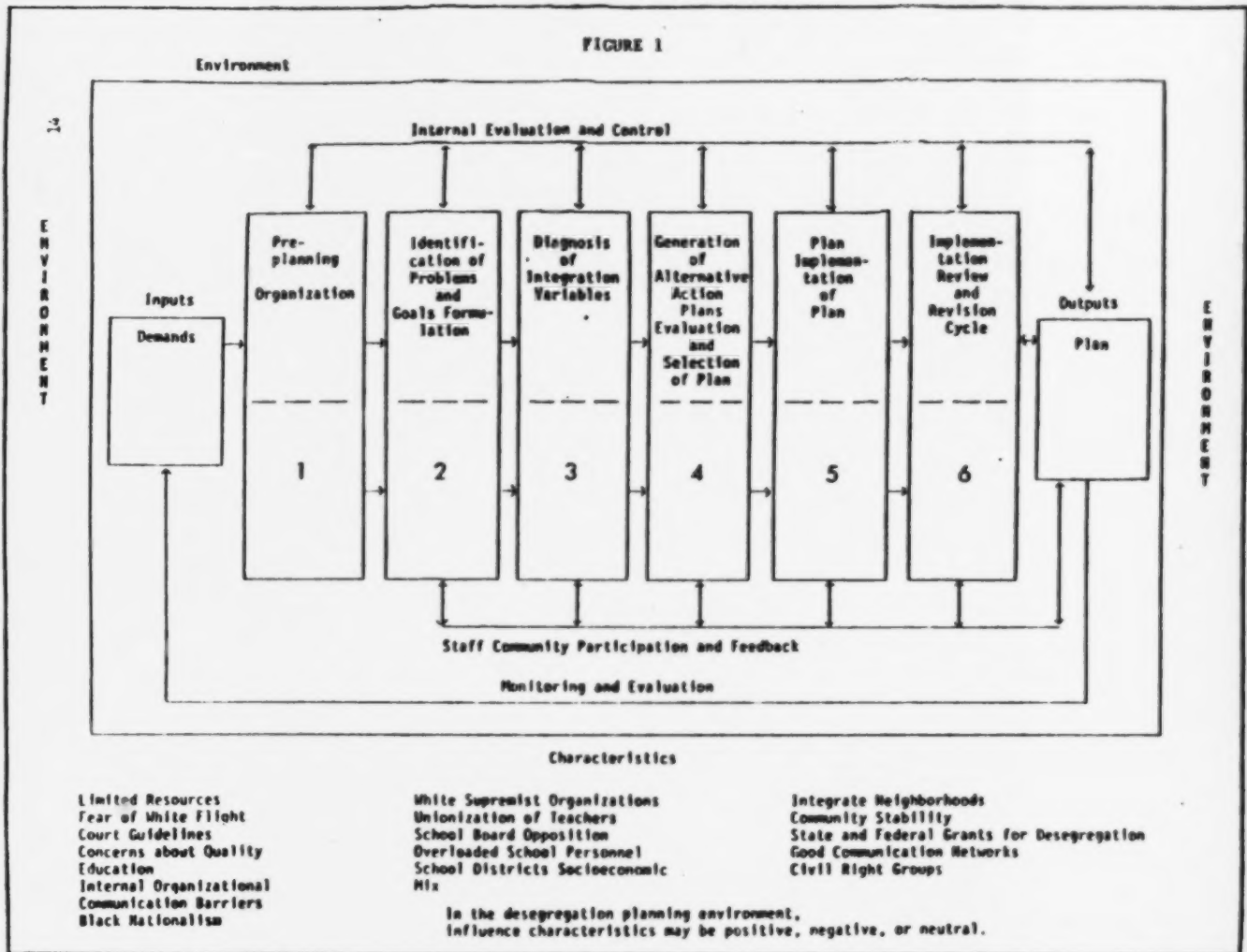
One of the key ingredients of any successful desegregation program is teachers' support. In most instances, teachers will be required to change their instructional techniques to adjust to a more heterogeneous student population. The teachers' unions must be cooperative in not resisting efforts to transfer teachers with seniority to promote staff desegregation (Chesler, 1967).

19. Timelines for Desegregation Planning

These must be drawn so that planning role actors will have adequate time for deliberations and task completion. If this doesn't occur, it will be difficult for a planner to produce a relatively optimal desegregation plan (Nelson, 1977).

DESEGREGATE IMPACT PLANNING MODEL

FIGURE 1



Statement of the Problem

The problem in this study was to examine the influences on desegregation planning and its outputs in urban school Milwaukee, Wisconsin this study's access universe.

Validity of the Instrument

To establish the validity of the instrument, twelve central office level personnel who were involved in the desegregation planning in the Racine Unified School District were chosen to participate in this phase of the pilot study. A form letter was sent to each respondent asking them to make the following assessments:

1. Is the language of all items listed on the instrument clear?
2. Do all items on the instrument influence desegregation planning?
3. Is the seven-point scale being utilized appropriately for evaluating each item on the instrument?

Based on the feedback received from these jurors this investigator revised the instrument, the format is illustrated as Figure II on the following page.

Reliability of the Instrument

To determine how reliable the data collecting instrument was postcards were sent to all planning role actors who were most involved in the Racine Unified School District's desegregation planning committee, asking them to participate in Phase II of this pilot study. Out of thirty-three members of this access universe, twenty-six members indicated on the postcards sent out that they would take part.

Figure II

Desegregation Planning Influence Analysis

-1	-2	-1	0	+1	+2	+1
high	moderate	low	none	low	moderate	high
negative	negative	negative		positive	positive	positive
influence	influence	influence		influence	influence	influence

In the boxes below the planning sequence, please enter the number above that indicates your perception of the influence a characteristic had at this stage in desegregation planning process.

What influence do you perceive the characteristics below had on desegregation planning?	Pre-planning organization	Goal formulation	Diagnosing desegregation planning	Generation of alternative action plan	Evaluation and selection of a plan	Planning the implementation of the plan	Implementation and revision cycle	After plan was put into effect
1. Fear of white flight								
2. Cooperation from school board members								

The Crobach's Coefficient Alpha, which is very similar to Pearson's r - the difference being Pearson's r will measure difference over time and Crobach's Coefficient Alpha measures internal consistency (Thorndike, 1971).

Reliability for Desegregation Planning Influence Analysis (DPIA) was measured in two ways. The Crobach test was applied to all twenty-one influence items contained in DPIA. The statistical program, "Item-Pack", was utilized to compute the results at the University of Wisconsin-Madison Computing Center. Table I, which is found on the following page, summarizes the reliability for each influence item and the total score for the entire instrument.

Population and Sample

The access population for this study consists of all those role actors who participated in desegregation planning in the Milwaukee Public School District in Milwaukee, Wisconsin.

The population was stratified into two subsets: 1) community members from predominately white neighborhoods and 2) community members from predominately black neighborhoods.

A sample size of thirty-five was obtained from each subset in the population by using randomized procedures with replacement (Stilson, 1966).

Data Collection

The instruments were mailed to the homes of respondents. If they didn't respond, this investigator made an effort to arrange an interview

Table I
Reliability Scores for DPLA
Utilizing Crobach Coefficient Alpha

<u>Influence Item</u>	<u>Coefficient Alpha</u>
Fear of white flight	.9256
School board cooperation	.8794
Teacher cooperation	.8834
Teacher union cooperation	.9306
Administrative cooperation	.8787
Concerns about quality education	.8963
Middle class fear	.7697
Neighborhood schools maintenance	.8602
Fear for students' safety	.8755
Opposition to bussing	.8994
Opposition community groups	.8229
Favoring community groups	.8597
Available resources in school district	.8912
State and federal money	.6993
Communication among planners	.9031
Effect of court guidelines	.8742
Parental time spent planning	.8822
Staff time allocation	.9491
Specific timelines	.9069
Stable white population	.8666
Information & technical details for planning	.7971
Total Score:	.8311

All items on the instrument, including the overall score, fall within the acceptable range for Crobach's Coefficient Alpha of .5.

to acquire their responses. If the respondents didn't have telephones, a visit was made to their homes in an effort to get them to respond.

Data Analysis

Once the data was collected, the treatment followed basic statistical procedures in order to determine the significance of perceived influence characteristics on desegregation planning in Milwaukee, Wisconsin by those black and white community members involved in the desegregation planning process. The mean and standard deviation of responses from each subset are provided as summary statistics for each planning stage and influence item.

The data was analyzed using analysis of variance (ANOVA) to determine statistically significant differences among the responses of black and white neighborhood role actors. The STATJOB computer program NWAY I was used for this analysis at the University of Wisconsin-Madison Computing Center. (Allen, 1970).

Limitation of the Study

The finding of this study cannot be generalized to the universe of large northern school districts. The finding must be confined to the access population, Milwaukee Public Schools in Milwaukee, Wisconsin.

Another limitation of this study may be found in the validity of the responses, since they will be contingent upon the ability of each respondent to reconstruct the degree of influence environmental characteristics had at the time the desegregation planning cycle was in progress. It appears to this investigator that this task was most difficult.

Significance of the Study

Many of the environmental influences on desegregation planning have been noted in the literature on school desegregation, but as stated earlier, the views of planning role actors concerning how these influences affect the planning process itself have been neglected. This information is significant because the perceptions of the role actors involved will be very instrumental in determining the components of any desegregation plan. Moreover, the results of this study might be helpful to the role incumbents in the northern and western cities now preparing to desegregate by aiding them in identifying some of the constraints and opportunities presented by an urban environment with similar characteristics.

Presentation of Analyzed Data

The means standard deviations of responses for black and white community desegregation planning role actors are presented in Appendix A and B.

A tabulation of the percentage of black and white community desegregation planning role actors who indicated that they went through all the steps suggested by the desegregation impact planning model is presented on the following page in Table II.

This Table indicates that all respondents in the sample of 49 were involved in some of the model's planning stages. A large number of these respondents (46 - 94% of all those involved in this study)

Table II

Planning Stages Responded to by Desegregation Planning Role Actors

All Planning Stages in the Model		Percentage	
	46		94%
Some Planning Stages in the Model		Percentage	
	3		6%
Total Sample	49	Total Percent	100%

indicated involvement in all the desegregation impact planning model's planning stages. Only six percent indicated involvement in some of the model's planning stages.

An ANOVA table illustrates statistically significant differences at alpha level .05 in the responses of black and white neighborhood planners is illustrated on the following page as Table III.

Table III
Significant F Ratios by Influence item and Planning Stages

Planning Influences	Planning Stages	BN/WN
Fear of white flight	Goal formulation	3.61
	Diagnosing desegregation planning	5.70*
	Evaluation & selection of a plan	4.65*
	Planning the implementation of the plan	14.20*
	Implementation & revision cycle	14.31*
	After plan was put into effect	6.25*
Cooperation from school board members	Goal formulation	13.29*
	Diagnosing desegregation planning	18.64*
	Generation of alternative action plans	21.33*
	Evaluation & selection of a plan	19.08*
	Planning the implementation of a plan	23.04*
	Implementation & revision cycle	27.85*
Cooperation from teachers	After plan was in effect	17.87*
	Generation of alternative action plans	.11
Cooperation from teachers' union	Implementation & revision cycle	.69
	Goal formulation	8.63*
	Generation of alternative action plans	6.42*
Cooperation from administrative staff	Implementation & revision cycle	7.09*
	Goal formulation	.17
	Diagnosing desegregation planning	.00
	Generation of alternative action plans	.19
	Planning implementation of the plan	1.25
	Implementation & revision cycle	.66
Concerns about maintaining quality education	After plan was in effect	.17
	Planning the implementation of the plan	3.01
	Implementation and revision cycle	1.61
Middle class residents voicing fears about sending children to school with lower class minority students or other disadvantaged youth	After plan is in effect	1.15
	Pre-planning organization	9.86*
	Goal formulation	22.98*
	Diagnosing desegregation planning	22.07*
	Generation of alternative action plans	21.29*
	Evaluation and selection of a plan	24.01*
	Planning implementation of the plan	25.55*
Desire to maintain neighborhood schools	Implementation and revision cycle	24.40*
	After plan is in effect	12.48*
	Pre-planning organization	2.78
	Goal formulation	5.43*
	Diagnosing desegregation planning	5.29*
	Generation of alternative action plans	4.30*
	Evaluation and selection of a plan	7.22*
	Planning the implementation of the plan	5.48*
	Implementation and revision cycle	5.40*

Table III, continued.

Planning influences	Planning Stages	BN/WN
Fears for students' safety due to possible racial conflicts in the school	Evaluation and selection of a plan Planning the implementation of the plan Implementation and revision cycle	8.53* 17.18* 10.51*
Opposition to busing due to student safety or length of bus rides	Implementation and revision cycle Planning implementation of the plan	14.81* 17.74*
Communication among those involved in the planning process	Planning implementation of the plan	9.65*
Effect of court guidelines on desegregation planning	Pre-planning and organization Goal formulation	1.15 .04
The effect of parents and other non-school personnel devoting enough time to desegregation planning	Pre-planning organization Goal formulation Evaluation and selection of a plan Planning implementation of the plan Implementation and revision cycle	.80 1.37 1.39 5.67* 3.78
The possibility of maintaining a stable white school-age population because of birth rates and other factors	After the plan was in effect	1.48
Enough accurate information and other details to make desegregation planning a success (e.g. Drawing up bus routes, curriculum planning, etc)	Generation of alternative action plans Planning implementation of a plan Implementation and revision cycle After plan is in effect	7.46* 9.63* 10.83* 9.04*
Available school district resources (e.g. money, facilities, personnel, etc.)	Planning implementation of the plan	5.68*
Total Differences Between Subsets		38

*Notes significance at the alpha level .05 N= 49.

Significant F Ratios at .05 > 4.408

BN Black Neighborhood

WN White Neighborhood

Conclusions

All 21 influences were perceived to have some influence on desegregation planning cycle and the systems outputs by black and white community desegregation planning role actors. Black and white community role actors perceived that state and federal money received to defray the cost of school desegregation had the most positive influence on the school desegregation planning cycle and the systems outputs. The fears voiced by middle class parents about sending their children to school with lower class minority students was perceived to be the most negative influence on the desegregation planning cycle and its outputs (See Appendix A and B).

Conclusions about Statistically Significant Differences between the Perceptions of Black and White Neighborhood Planners

Statistically significant differences between black and white neighborhood desegregation planners were located by utilizing ANOVA to analyze the data at alpha level .05. A vast majority of the differences in perceptions of black and white neighborhood desegregation planners involve six desegregation planning influences which are discussed below.

1. Fear of White Flight

Black neighborhood planners perceived this influence to be a more negative influence on the desegregation planning cycle and its outputs than their white counterparts. This perception may derive from the fact that black neighborhood planners believe this influence may result in a one way bussing plan. The outputs generated by the Milwaukee, Wisconsin desegregation planning cycle resulted in 90% of those bussed to achieve racial desegregation being black (Ollie, 1978).

2. Cooperation from School Board Members

Respondents from black neighborhoods perceived this planning influence more negatively than their counterparts from white neighborhoods. The differences in these responses may result from the delatory tactics employed by the Milwaukee school board to prevent school desegregation in Milwaukee. At one point, the opposition became so blatant that Federal District Court Judge, John Reynolds had to remind the members of the board that he had the power to place the Milwaukee public school board in receivership (Ollie, 1978).

3. Middle Class Residents Voicing Fears about Sending Children to School with Lower Class Minority Students or Other Disadvantaged Youth

Black neighborhood desegregation respondents perceived this influence to be more negative than those from white neighborhoods. Perhaps this difference exists because white neighborhood desegregation planners didn't want to admit that many of their fellows fear sending their children to school with lower class minority students.

4. Desire to Maintain Neighborhood Schools

White neighborhood desegregation planning role actors perceived this influence to be positive while their black counterparts perceived this influence as negative. One major reason for this difference in perception may be that the neighborhood school tradition in America has been very strong in the white community and whites want their children to remain in their neighborhood schools while blacks think its desirable to have many of them removed for the purpose of achieving racial desegregation.

5. Fears for Students Safety Due to Possible Racial Conflicts in the Schools

Desegregation planners from black neighborhoods perceive this influence more negatively than those from white neighborhoods. One possible explanation for this difference in perception is that blacks in Milwaukee had intense fears about their children being bussed to Milwaukee's south side where very few, if any, blacks dwell.

6. Enough accurate information and other details to make desegregation planning a success (e.g. drawing up bus routes curriculum planning, etc.).

Those desegregation planning respondents from black neighborhoods viewed this planning influence more negatively than those from white neighborhoods. A very plausible reasons for this difference in perception is that as stated earlier 90% of those bussed to achieve racial desegregation in Milwaukee are black and these bus routes have been deluged with problems (i.e., drunken bus drivers, bus drivers that don't know their bus routes, late busses, etc.) (Ollie, 1978).

Conclusions about the Desegregation Impact Planning Model

Ninety-four percent of the respondents involved in this study indicated that they went through the steps recommended by the desegregation impact planning model while constructing a desegregation plan in Milwaukee, Wisconsin. Therefore, it is the conclusion of this investigator that the model works and it doesn't need revision.

Implications for Theory

The data collected and analyzed for this study imply that the realities of desegregation planning conform to the axioms of general systems theory. The desegregation planning conversion process is an open system, constructed with parts that are inter-related to construct a desegregation plan, while it interacts with the environment, which has influences, which may have a positive negative or neutral effect on this conversion process. These influences, in some instances, don't have a constant effect throughout the planning conversion cycle, but oftentimes they are perceived to fluctuate as the planning conversion system produces its outputs, and when the system's outputs are put into effect. This would suggest that, in some instances, desegregation environments are not static, but are susceptible to change. See Appendix A and B. The influences may suggest modifications in the outputs being planned during the planning cycles already in progress, or in subsequent cycles, if influences in the desegregation planning environment should change while the planning cycle is in progress or when the system's outputs are put into effect.

Implications for Desegregation Planners

It is not the intent of this investigator to generalize from the Milwaukee desegregation planning setting to the school desegregation planning universe. However, the possibility exists that some of the findings from this study may have vast implications for desegregation planners in other urban environments.

The findings from this study suggest that desegregation planners in Milwaukee were confronted with nine positive environmental influences and twelve negative environmental influences. Desegregation planners should do everything possible to accentuate positive influences and neutralize negative ones, and in some instances, turn negative influences into positive influences.

Since the planning influence of community groups that favor desegregation (i.e., civil rights groups, churches, unions, etc.) was such a positive influence in Milwaukee, desegregation planners should consider encouraging religious and civic groups that traditionally favor desegregation, to organize as soon as possible. The school system's desegregation planners should help them secure funding by writing letters to support them and helping them to write proposals to secure Title VI funding. The school system's lobbying apparatus should be utilized to guide this proposal through the bureaucratic maze in Washington, D. C. It may be desirable to coordinate all community activities in conjunction with this group.

Conclusion

It is the hope of this investigator that the Desegregation Impact Planning Model and the data generated by this study will aid desegregation planners in refining the planning process by: 1) making them aware of the perceived existence of desegregation planning influence in the desegregation planning environment; and 2) make them aware of the importance and the possibilities of accentuating positive desegregation planning influence and neutralizing negative ones, and perhaps, in

some instances, manipulating them to make them positive influences. Perhaps, it should be noted here that this cannot be accomplished by viewing these influences through the perceptions of white desegregation planners alone, for although they may cause desegregation efforts to erode by moving to another school district, or sending their children to private schools, black community members that must be retained if school desegregation is to flourish have it within their providence to exercise these same options.

APPENDIX A

SUMMARY STATISTICS FOR WHITE NEIGHBORHOOD SUBSETS

Means and Standard Deviations for planning stages and groups by item

Item	Planning Stages	Mean	St.Dev.
1. Fear of white flight	Pre-planning Organization-----	-.50000	2.1869
	Goal Formulation-----	-.33301	1.6659
	Diagnosing Desegregation Planning-----	.12500	1.4836
	Generation of Alternative Action Plans-----	.41667	2.0834
	Evaluation and Selection of a Plan-----	.20833	1.9777
	Planning for Implementation of the Plan-----	.34167	1.5874
	Implementation and Revision Cycle-----	.45833	1.5030
2. Cooperation from School Board members	After Plan Was Put Into Effect-----	.50000	1.6681
	Pre-planning Organization-----	-.45833	1.9106
	Goal Formulation-----	-.29167	1.8761
	Diagnosing Desegregation Planning-----	-.29167	1.5458
	Generation of Alternative Action Plans-----	.45833	1.8173
	Evaluation and Selection of a Plan-----	.12500	1.7770
	Planning for Implementation of the Plan-----	.12500	1.7573
3. Cooperation from teachers	Implementation and Revision Cycle-----	.12500	1.7273
	After Plan Was Put Into Effect-----	.25000	1.8708
	Pre-planning Organization-----	.2500	1.8474
	Goal Formulation-----	.16667	1.8805
	Diagnosing Desegregation Planning-----	.083333	1.8396
	Generation of Alternative Action Plans-----	.00000	2.0642
	Evaluation and Selection of a Plan-----	.12500	1.8954
4. Cooperation from teachers' union	Planning for Implementation of the Plan-----	.12500	1.9182
	Implementation and Revision Cycle-----	.00000	1.8178
	After Plan Was Put Into Effect-----	.16667	1.9927
	Pre-planning Organization-----	.083333	2.2051
	Goal Formulation-----	.33333	2.1400
	Diagnosing Desegregation Planning-----	.041667	2.0951
	Generation of Alternative Action Plans-----	.12500	2.1328
	Evaluation and Selection of a Plan-----	.00000	2.0851
	Planning for Implementation of the Plan-----	.083333	2.1653
	Implementation and Revision Cycle-----	.083333	2.1451
	After Plan Was Put Into Effect-----	.083333	2.1853

APPENDIX A (continued)

Item	Planning Stages	Mean	St.Dev.
5. Cooperation from administrative staff	Pre-planning Organization-----	.20833	2.1464
	Goal Formulation-----	.41667	2.3013
	Diagnosing Desegregation Planning-----	.29167	2.1964
	Generation of Alternative Action Plans-----	.50000	2.0430
	Evaluation and Selection of a Plan-----	.62500	2.1430
	Planning for Implementation of the Plan-----	.83333	2.2001
	Implementation and Revision Cycle-----	.62500	2.1020
6. Concerns about maintaining quality education	After Plan Was Put Into Effect-----	.33333	2.0359
	Pre-planning Organization-----	.5000	2.0000
	Goal Formulation-----	.54167	1.9777
	Diagnosing Desegregation Planning-----	.5000	1.8650
	Generation of Alternative Action Plans-----	.66667	1.8572
	Evaluation and Selection of a Plan-----	.87500	1.9407
	Planning for Implementation of the Plan-----	.83333	1.9927
7. Middle class residents voicing fears about sending children to school with lower class minority students or disadvantaged youth	Implementation and Revision Cycle-----	.62500	2.0602
	After Plan Was Put Into Effect-----	.79167	1.9777
	Pre-planning Organization-----	-.83333	1.8572
	Goal Formulation-----	-.45833	1.5874
	Diagnosing Desegregation Planning-----	-.29167	1.8292
	Generation of Alternative Action Plans-----	-.25000	1.9616
	Evaluation and Selection of a Plan-----	-.20833	1.7189
8. Desire to maintain neighborhood schools	Planning for Implementation of the Plan-----	-.3333	1.6061
	Implementation and Revision Cycle-----	-.3333	1.4939
	After Plan Was Put Into Effect-----	-.54167	1.4440
	Pre-planning Organization-----	-.041667	2.4931
	Goal Formulation-----	.16667	2.1803
	Diagnosing Desegregation Planning-----	.16667	2.0782
	Generation of Alternative Action Plans-----	.083333	1.9982
9. Fears for students' safety due to possible racial conflicts in the schools	Evaluation and Selection of a Plan-----	.33333	1.8572
	Planning for Implementation of the Plan-----	.16667	1.9927
	Implementation and Revision Cycle-----	.16667	1.8486
	After Plan Was Put Into Effect-----	.12500	2.0917
	Pre-planning Organization-----	-.66667	2.2778
	Goal Formulation-----	-.66667	1.9927
	Diagnosing Desegregation Planning-----	-.2500	1.9836
	Generation of Alternative Action Plans-----	-.25000	1.9836
	Evaluation and Selection of a Plan-----	-.16667	1.8805
	Planning for Implementation of the Plan-----	-.041667	1.7563
	Implementation and Revision Cycle-----	-.25000	1.7754
	After Plan Was Put Into Effect-----	-.37500	1.7647

APPENDIX A (continued)

Item	Planning Stages	Mean	St.Dev.
10. Opposition to bussing due to fears for students' safety	Pre-planning Organization-----	-.91667	2.2247
	Goal Formulation-----	-.83333	1.8572
	Diagnosing Desegregation Planning-----	-.29167	2.0164
	Generation of Alternative Action Plans-----	-.62500	1.7399
	Evaluation and Selection of a Plan-----	-.29167	1.80533
	Planning for Implementation of the Plan-----	.00000	1.8650
	Implementation and Revision Cycle-----	-.25000	1.7754
	After Plan Was Put Into Effect-----	-.50000	1.9560
11. Community groups that oppose desegregation e.g., Black Panthers, American Nazi Party, etc.	Pre-planning Organization-----	-1.3750	1.5551
	Goal Formulation-----	-1.0417	1.6280
	Diagnosing Desegregation Planning-----	-1.0833	1.5012
	Generation of Alternative Action Plans-----	-1.0417	1.5737
	Evaluation and Selection of a Plan-----	-1.0000	1.5880
	Planning for Implementation of the Plan-----	-.87500	1.6235
	Implementation and Revision Cycle-----	-.91667	1.6659
	After Plan Was Put Into Effect-----	-.58333	1.7425
12. Community groups that favor desegregation, e.g., civil rights groups, churches, unions, etc.	Pre-planning Organization-----	1.2500	1.5393
	Goal Formulation-----	1.2083	1.4440
	Diagnosing Desegregation Planning-----	1.0417	1.3667
	Generation of Alternative Action Plans-----	.95833	1.6545
	Evaluation and Selection of a Plan-----	.95833	1.6280
	Planning for Implementation of the Plan-----	.91667	1.4421
	Implementation and Revision Cycle-----	.83333	1.2394
	After Plan Was Put Into Effect-----	.83333	1.5511
13. Available school district resources, e.g., money, facilities, personnel, etc.	Pre-planning Organization-----	.54167	1.7688
	Goal Formulation-----	.58333	1.7173
	Diagnosing Desegregation Planning-----	.41667	1.6639
	Generation of Alternative Action Plans-----	.083333	1.6639
	Evaluation and Selection of a Plan-----	.29167	1.7810
	Planning for Implementation of the Plan-----	.58333	1.8396
	Implementation and Revision Cycle-----	.41667	1.6129
	After Plan Was Put Into Effect-----	.37500	1.7892
14. State and Federal money for desegregation	Pre-planning Organization-----	1.2917	1.7062
	Goal Formulation-----	1.2083	1.8643
	Diagnosing Desegregation Planning-----	.87500	1.8252
	Generation of Alternative Action Plans-----	.87500	2.0068
	Evaluation and Selection of a Plan-----	1.0833	1.9763
	Planning for Implementation of the Plan-----	1.0417	1.8528
	Implementation and Revision Cycle-----	1.0833	1.8631
	After Plan Was Put Into Effect-----	1.0833	1.9542

APPENDIX A (continued)

Item	Planning Stages	Mean	St.Dev.
15. Communication among those involved in the planning process	Pre-planning Organization-----	.79167	1.9106
	Goal Formulation-----	.79167	1.8411
	Diagnosing Desegregation Planning-----	.91667	1.6918
	Generation of Alternative Action Plans-----	.75000	1.7508
	Evaluation and Selection of a Plan-----	.87500	1.5411
	Planning for Implementation of the Plan-----	.95833	1.6280
	Implementation and Revision Cycle-----	.70833	1.8528
	After Plan Was Put Into Effect-----	.79167	1.7440
16. Effect of court guidelines on desegregation planning	Pre-planning Organization-----	.20833	2.1260
	Goal Formulation-----	.79167	2.0212
	Diagnosing Desegregation Planning-----	.62500	2.2030
	Generation of Alternative Action Plans-----	.20833	1.9995
	Evaluation and Selection of a Plan-----	.41667	2.1042
	Planning for Implementation of the Plan-----	.41667	1.9318
	Implementation and Revision Cycle-----	.37500	1.8838
	After Plan Was Put Into Effect-----	.41667	2.1653
17. The effect of parents and other non-school personnel devoting enough time to desegregation planning	Pre-planning Organization-----	.58333	1.5012
	Goal Formulation-----	.79167	1.6413
	Diagnosing Desegregation Planning-----	.58333	1.7173
	Generation of Alternative Action Plans-----	.70833	1.5458
	Evaluation and Selection of a Plan-----	.62500	1.5551
	Planning for Implementation of the Plan-----	.70833	1.5737
	Implementation and Revision Cycle-----	.50000	1.4744
	After Plan Was Put Into Effect-----	.37500	1.6892
18. Allocation of enough staff time to allow school systems personnel sufficient time to engage in desegregation planning	Pre-planning Organization-----	-.37500	1.6632
	Goal Formulation-----	-.12500	1.5965
	Diagnosing Desegregation Planning-----	-.37500	1.6107
	Generation of Alternative Action Plans-----	-.083333	1.5012
	Evaluation and Selection of a Plan-----	-.16667	1.4646
	Planning for Implementation of the Plan-----	-.083333	1.5012
	Implementation and Revision Cycle-----	-.12500	1.3290
	After Plan Was Put Into Effect-----	.00000	1.5323

APPENDIX A (continued)

Item	Planning Stages	Mean	St.Dev.
19. Specific time lines to complete and implement the desegregation plan	Pre-planning Organization-----	-.041667	1.9886
	Goal Formulation-----	.00000	2.0830
	Diagnosing Desegregation Planning-----	-.083333	2.1042
	Generation of Alternative Action Plans-----	-.041667	1.9886
	Evaluation and Selection of a Plan-----	.16667	2.0990
	Planning for Implementation of the Plan	.041667	2.1362
	Implementation and Revision Cycle-----	.25000	1.9393
	After Plan Was Put Into Effect-----	.041667	2.0532
20. The possibility of maintaining a stable white school age population because of birth rates and other factors	Pre-planning Organization-----	-.054167	1.6934
	Goal Formulation-----	-.41667	1.8396
	Diagnosing Desegregation Planning-----	-.58333	1.8863
	Generation of Alternative Action Plans-----	-.50000	1.7195
	Evaluation and Selection of a Plan-----	-.45833	1.7688
	Planning for Implementation of the Plan	-.45833	1.7688
	Implementation and Revision Cycle-----	-.54167	1.6676
	After Plan Was Put Into Effect-----	-.66667	1.7362
21. Enough accurate information and other details needed to make desegregation planning a success, e.g., drawing up bus routes, curriculum planning, etc.	Pre-planning Organization-----	-.83333	1.6854
	Goal Formulation-----	-.83333	1.7611
	Diagnosing Desegregation Planning-----	-.75000	1.7998
	Generation of Alternative Action Plans-----	-.33333	1.8805
	Evaluation and Selection of a Plan-----	-.33333	1.9262
	Planning For Implementation of the Plan	-.41667	1.9092
	Implementation and Revision Cycle-----	-.45833	1.8173
	After Plan Was Put Into Effect-----	-.62500	1.8839

APPENDIX B

SUMMARY STATISTICS FOR BLACK NEIGHBORHOODS SUBSET

Mean and Standard Deviations for planning stages and groups by items.

Item	Planning Stages	Mean	St.Dev.
1. Fear of white flight	Pre-planning Organization -----	-.64000	1.8682
	Goal Formulation -----	-.92000	1.4119
	Diagnosing Desegregation Planning -----	-.84000	1.3441
	Generation of Alternative Action Plans-----	-.88000	1.4236
	Evaluation and Selection of a Plan-----	-.88000	1.5362
	Planning for Implementation of the Plan -----	-1.1600	1.5727
	Implementation and Revision Cycle -----	-1.1600	1.4911
	After Plan Was Put into Effect-----	-.64000	1.4967
2. Cooperation from School Board Members	Pre-planning Organization -----	-1.6000	1.5275
	Goal Formulation -----	-1.9200	1.1874
	Diagnosing Desegregation Planning -----	-1.9600	1.1357
	Generation of Alternative Action Plans-----	-1.6800	1.4059
	Evaluation and Selection of a Plan -----	-1.7600	1.2000
	Planning for Implementation of the Plan -----	-1.9200	1.1874
	Implementation and Revision Cycle -----	-2.0800	1.1518
	After Plan Was Put Into Effect -----	-1.6800	1.2819
3. Cooperation from teachers	Pre-planning Organization -----	.0000	1.1902
	Goal Formulation -----	-.12000	1.4526
	Diagnosing Desegregation Planning -----	.04000	1.2069
	Generation of Alternative Action Plans-----	-.16550	1.2477
	Evaluation and Selection of a Plan -----	.04000	1.719
	Planning for Implementation of the Plan -----	1.5200	1.3880
	Implementation and Revision Cycle -----	-.40000	1.5546
	After Plan Was Put Into Effect -----	-.16000	1.5403
4. Cooperation from teachers' union	Pre-planning Organization -----	-1.1600	1.4341
	Goal Formulation -----	-1.1600	1.2441
	Diagnosing Desegregation Planning -----	-1.1200	1.3329
	Generation of Alternative Action Plans-----	-1.1600	1.3441
	Evaluation and Selection of a Plan -----	-1.2000	1.3844
	Planning for Implementation of the Plan -----	-1.2400	1.3626
	Implementation and Revision Cycle -----	-1.2800	1.3699
	After Plan Was Put Into Effect -----	-1.1200	1.2689

APPENDIX B (continued)

Item	Planning Stages	Mean	St.Dev.
5. Cooperation from administrative staff	Pre-planning Organization -----	.44000	1.9382
	Goal Formulation -----	.16000	2.0347
	Diagnosing Desegregation Planning -----	.28000	2.0920
	Generation of Alternative Action Plans-----	.24000	2.1268
	Evaluation and Selection of a Plan ----	.44000	2.0833
	Planning for Implementation of the Plan	.12000	2.2605
	Implementation and Revision Cycle-----	.12000	2.2420
	After Plan Was Put Into Effect -----	.08000	2.3080
6. Concerns about maintaining quality education	Pre-planning Organization -----	.64000	1.8230
	Goal Formulation -----	.48000	1.7108
	Diagnosing Desegregation Planning -----	.28000	1.7205
	Generation of Alternative Action Plans-----	.64000	1.7292
	Evaluation and Selection of a Plan ----	.48000	1.6361
	Planning for Implementation of the Plan	-.12000	1.8556
	Implementation and Revision Cycle -----	-.08000	1.8239
	After Plan Was Put Into Effect -----	.24000	1.6145
7. Middle class residents voicing fears about sending children to school with lower class minority students or other disadvantaged youth	Pre-planning Organization -----	-2.1600	.98658
	Goal Formulation -----	-2.2000	.86603
	Diagnosing Desegregation Planning -----	-2.2000	.86603
	Generation of Alternative Action Plans-----	-2.2400	.87939
	Evaluation and Selection of a Plan ----	-2.1600	.98658
	Planning for Implementation of the Plan	-2.2400	.96959
	Implementation and Revision Cycle -----	-2.1600	1.0677
	After Plan Was Put into Effect -----	-1.8800	2.3014
8. Desire to maintain neighborhood schools	Pre-planning Organization -----	-1.0800	1.8239
	Goal Formulation -----	-1.1600	1.7954
	Diagnosing Desegregation Planning -----	-1.1200	1.8330
	Generation of Alternative Action Plans-----	-1.0400	1.7907
	Evaluation and Selection of a Plan ----	-1.0800	1.8239
	Planning for Implementation of the Plan	-1.0800	1.7301
	Implementation and Revision Cycle -----	-1.0000	1.6833
	After Plan Was Put Into Effect -----	-1.0400	1.5406

APPENDIX B (continued)

Item	Planning Stages	Mean	St. Dev.
9. Fears for students' safety due to possible racial conflicts in the schools	Pre-planning Organization -----	-1.4000	1.5000
	Goal Formulation -----	-1.4000	1.4720
	Diagnosing Desegregation Planning -----	-1.5000	1.3229
	Generation of Alternative Action Plans-----	-1.4000	1.4142
	Evaluation and Selection of a Plan -----	-1.52000	1.3266
	Planning for Implementation of the Plan -----	-1.8400	1.2477
	Implementation and Revision Cycle -----	-1.5800	1.2819
	After Plan Was Put Into Effect -----	-1.1600	1.3441
10. Opposition to bussing due to fears for students' safety or length of bus rides	Pre-planing Organization -----	-1.6400	1.3808
	Goal Formulation -----	-1.5600	1.4166
	Diagnosing Desegregation Planning -----	-1.4800	1.5578
	Generation of Alternative Action Plans-----	-1.4800	1.5578
	Evaluation and Selection of a Plan -----	-1.5600	1.4457
	Planning for Implementation of the Plan -----	-1.8600	1.2014
	Implementation and Revision Cycle -----	-1.9200	1.2220
	After Plan Was Put Into Effect-----	-1.5200	1.3880
11. Community groups that oppose desegregation, e.g., Black Panthers, American Nazi Party, etc.	Pre-planning Organization -----	-.96000	1.2410
	Goal Formulation -----	-.96000	1.1719
	Diagnosing Desegregation Planning -----	-1.0400	1.0985
	Generation of Alternative Action Plans-----	-.96000	1.1358
	Evaluation and Selection of a Plan -----	-1.0400	1.3054
	Planning for Implementation of the Plan -----	-.96000	1.2741
	Implementation and Revision Cycle -----	-.88000	1.3031
	After Plan Was Put Into Effect -----	-.84000	1.2477
12. Community groups that favor desegregation, e.g. civil rights groups, churches, unions, etc.	Pre-planing Organization-----	1.4800	1.4177
	Goal Formulation -----	1.5200	1.4468
	Diagnosing Desegregation Planning -----	1.4000	1.5811
	Generation of Alternative Action Plans-----	1.4800	1.5308
	Evaluation and Selection of a Plan-----	1.2800	1.6462
	Planning for Implementation of the Plan -----	.76000	2.1071
	Implementation and Revision Cycle -----	.60000	2.2174
	After Plan Was Put Into Effect-----	1.0000	1.9579

APPENDIX B (continued)

Item	Planning Stages	Mean	St. Dev.
13. Available school district resources, e.g., money, facilities, personnel, etc.	Pre-planning Organization-----	-.1600	1.6248
	Goal Formulation -----	-.32000	1.4353
	Diagnosing Desegregation Planning -----	-.28000	1.4866
	Generation of Alternative Action Plans-----	-.28000	1.4866
	Evaluation and Selection of a Plan-----	-.32000	1.6313
	Planning for Implementation of the Plan -----	-.60000	1.6330
	Implementation and Revision Cycle -----	-.48000	1.6361
	After Plan Was Put Into Effect -----	-.44000	1.5832
14. State and Federal money for desegregation	Pre-planning Organization -----	1.2800	1.4000
	Goal Formulation -----	1.36000	1.2543
	Diagnosing Desegregation Planning -----	1.3600	1.3503
	Generation of Alternative Action Plans-----	1.3200	1.3140
	Evaluation and Selection of a Plan -----	1.0800	1.6092
	Planning for Implementation of the Plan -----	.92000	1.9562
	Implementation and Revision Cycle -----	.92000	1.9562
	After Plan Was Put Into Effect-----	1.2800	1.5684
15. Communication among those involved in the planning process	Pre-planning Organization -----	-.36000	2.1579
	Goal Formulation -----	-.32000	2.2121
	Diagnosing Desegregation Planning -----	-.36000	2.2151
	Generation of Alternative Action Plans-----	-.36000	2.1772
	Evaluation and Selection of a Plan -----	-.40000	2.2174
	Planning for Implementation of the Plan -----	-.72000	2.1119
	Implementation and Revision Cycle -----	-.72000	2.1119
	After Plan Was Put Into Effect-----	-.20000	1.8708
16. Effect of court guidelines on desegregation planning	Pre-planning Organization-----	.84000	1.9933
	Goal Formulation -----	.68000	2.1354
	Diagnosing Desegregation Planning -----	.88000	2.0067
	Generation of Alternative Action Plans-----	.68000	1.9088
	Evaluation and Selection of a Plan -----	.60000	2.0267
	Planning for Implementation of the Plan -----	.04000	2.2818
	Implementation and Revision Cycle -----	.08000	2.3080
	After Plan Was Put Into Effect -----	-1.0800	2.1779

APPENDIX B (continued)

Item	Planning Stages	Mean	St. Dev.
17. The effect of parents and other non-school personnel devoting enough time to desegregation planning	Pre-planning Organization -----	.12000	2.0680
	Goal Formulation -----	.16000	2.0952
	Diagnosing Desegregation Planning -----	.12000	2.0680
	Generation of Alternative Action Plans-----	.12000	2.1079
	Evaluation and Selection of a Plan ----	.00000	2.1616
	Planning for Implementation of the Plan -	.52000	2.0025
	Implementation and Revision Cycle-----	-.48000	2.0025
	After Plan Was Put Into Effect -----	.16000	1.8412
18. Allocation of enough school systems personnel sufficient time to engage in desegregation planning	Pre-planning Organization -----	.16000	1.9296
	Goal Formulation -----	.16000	1.9296
	Diagnosing Desegregation Planning -----	.12000	1.8779
	Generation of Alternative Action Plans-----	.24000	1.7626
	Evaluation and Selection of a Plan ----	.04000	1.8592
	Planning for Implementation of the Plan -	-.20000	1.9579
	Implementation and Revision Cycle-----	-.20000	1.9519
	After Plan Was Put Into Effect -----	.00000	1.8708
19. Specific time lines to complete and implement the desegregation plan	Pre-planning Organization -----	-.40000	1.4434
	Goal Formulation -----	-.40000	1.4434
	Diagnosing Desegregation Planning -----	-.48000	1.5308
	Generation of Alternative Action Plans-----	-.64000	1.5380
	Evaluation and Selection of a Plan ----	-.64000	1.5780
	Planning for Implementation of the Plan -	-.84000	1.3460
	Implementation and Revision Cycle -----	-.84000	1.6248
	After Plan Was Put Into Effect -----	-.80000	1.3844
20. The possibility of maintaining a stable white school age population because of birth rates and other factors	Pre-planning Organization -----	-.80000	1.65883
	Goal Formulation -----	-.84000	1.6503
	Diagnosing Desegregation Planning -----	-.68000	1.6763
	Generation of Alternative Action Plans-----	-.80000	1.6330
	Evaluation and Selection of a Plan-----	-.80000	1.6330
	Planning for Implementation of the Plan -	-1.20000	1.5546
	Implementation and Revision Cycle -----	-1.12000	1.5631
	After Plan Was Put Into Effect-----	-1.24000	1.5620

APPENDIX B (continued)

Item	Planning Stages	Mean	St.Dev.
21. Enough accurate information and other details needed to make desegregation planning a success, e.g., drawing up bus routes, curriculum planning, etc.	Pre-planning Organization -----	-1.5600	1.8276
	Goal Formulation-----	-1.4400	1.9596
	Diagnosing Desegregation Planning ----	-1.6800	1.7493
	Generation of Alternative Action Plans-	-1.7200	1.6713
	Evaluation and Selection of a Plan-----	-1.7200	1.6713
	Planning for Implementation of the Plan -	-2.0000	1.6583
	Implementation and Revision Cycle -----	-2.0400	1.5406
	After Plan Was Put Into Effect-----	-2.1200	1.5895

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